



Kyrene de los Lagos School

Kyrene Elementary District

17001 S. 34th Way, Phoenix, AZ 85048-7806

ARIZONA
School Report Card
2001-02

Principal: Mr. Jim Stroger

Schedule: 7:15 AM to 3:45 PM

Web Address: www.kyrene.org

E-mail: Unpublished or Unavailable

Grades: K-5

2001 Enrollment: 564

Phone: (480) 783-1400

Fax: (480) 759-5560

▼ School Overview ▼

Mission

The Kyrene de los Lagos Community believes that all students can learn and achieve. We believe that our school's purpose is to educate each student to high levels of performance, while fostering self-esteem, risk-taking, independence and responsibility. We recognize that learning is a continuous dynamic interactive process. We will provide a safe environment that encourages cooperation and shared decision making while empowering students for life.

Organization and Philosophy

- w Differentiated Instruction
- w Team Teaching
- w Strong Parent/Teacher Relationships
- w Continuous Progress

Instructional Programs

- w Gifted
- w On-site Special Education
- w Full-day Kindergarten
- w K-3 Instructional Aide Program

School/Academic Goals

- w Student Achievement: All students excel academically, with a primary focus on reading, writing and mathematics.
- w Safe Schools: Students, staff, parents and community feel safe and are safe in all Kyrene schools at all times.
- w Employee Relations: Employees feel attracted to membership in the organization; they want to stay with it, be influenced by it and exert their own influence in the achievement of the district's mission and goals.
- w Schools of Choice: In an atmosphere of educational alternatives, Kyrene schools will be the premier schools in the East Valley.

Enrollment

October 1, 2000 School Year Student Enrollment:	633
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	55

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w School Improvement Plan
 w School Goals
 w School Safety Issues
 w Establish Task Forces/Committees
 w Parent/Educator Relations

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	1.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	3	0	0
10 or more years	4	15	0	0

▽ Shared Responsibilities ▽

School

The staff members at Kyrene de los Lagos are committed to meeting the individual needs of each child and recognize parents as key to this endeavor. Staff are committed to creating a supportive and challenging learning environment in which academic excellence is achieved. To this end, staff communicate regularly with parents regarding the learning progress of each child and are available to meet with parents to discuss special concerns.

Parents

Communicate frequently with their child's teacher. Support their child's learning by helping with homework. Monitor their child's progress. Support and participate in school-sponsored events. Ensure school attendance and support school policies including dress and behavior codes.

▽ Transportation Policy ▽

The Kyrene District provides bus transportation for elementary students who live one mile or more from school, or who live where there are hazards such as major arterial streets and/or intersections. For safety reasons, parents are encouraged to supervise their children at the bus stop. The safety of students to and from school is of primary importance to the Kyrene School District. Transportation is also provided for students with disabilities whose Individual Education Plans indicate it.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/20/01
Average Daily Instruction Time:	6 hrs. 25 min.	Last Day of School:	5/30/02

Operates on Traditional Schedule

Report Card Release Dates

11/1/01	1/18/02	3/28/02	5/30/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Media Center
W Television Broadcast System	W Networked Computer System

Extracurricular Activities

W Afterschool Tutoring	W Art Club
W News Club (Video/TV)	W Student Council
W Chess Club	W Spanish Club
W Robotics Club	W Garden Club

School/Community Resources

W Afterschool Program	W Before School Program
W Recreational Activities	

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|---|--|
| <p>w Math: Improved scores on District Math Assessment, grade-level assessments and Stanford 9. AIMS scores exceed state average.</p> | <p>w Technology: Increased teacher participation in high level of technology training/experiences (Intel Ace, Goddard Space Center Intern, Allied-Signal programs). Teachers/students presented at tech. conf./Tucson. Participant-Challenger Space Program.</p> |
| <p>w Language Arts: Increase in Stanford 9 results in the area of language. Teachers trained in Six Trait Writing Model through district workshops. AIMS scores exceed state average.</p> | <p>w Quality--High percentage of overall satisfaction with the school on parent survey. High level of parent participation.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.2 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	8.5 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.8 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	4.7 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Board Certified Teachers (4)	1999
GLOBE School 1995-Present	1999
Team Nutrition School 1999 - Present	1999
National Board Certified Candidates (2)	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	101	541	0%	6%	46%	45%
	State	60969	521	11%	18%	44%	27%
Writing	School	100	572	1%	3%	72%	24%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	100	531	1%	19%	48%	32%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
 A - Percent of students who Approached the standard
 M - Percent of students who Met the standard
 E - Percent of students who Exceeded the standard

Grade 5

Reading	School	138	516	6%	18%	54%	21%
	State	63518	503	22%	24%	41%	14%
Writing	School	136	519	5%	28%	53%	12%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	135	521	4%	25%	15%	54%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	92	72	60
2	Reading	--	--	--	--	--	--	100	61	50	91	66	52	86	60	53
	Language	--	--	--	--	--	--	100	58	40	97	64	43	87	61	44
	Mathematics	--	--	--	--	--	--	100	71	51	95	72	55	89	65	57
3	Reading	98	61	44	100	64	47	98	64	47	99	65	48	89	71	50
	Language	96	56	45	100	65	49	99	68	51	98	69	54	92	75	56
	Mathematics	96	56	41	100	63	46	100	67	49	98	69	52	91	71	54
4	Reading	99	73	52	94	69	53	100	72	54	92	79	54	90	77	55
	Language	99	62	45	99	56	47	100	63	49	96	66	48	93	66	50
	Mathematics	99	68	48	93	65	51	100	73	54	96	79	55	95	73	57
5	Reading	93	71	50	99	69	51	100	65	51	95	68	51	86	72	51
	Language	96	57	40	95	62	42	100	56	44	98	62	45	91	66	45
	Mathematics	94	69	47	97	70	51	100	64	54	98	68	55	87	82	57

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	77	69
Grades 3-4	89	70
Grades 4-5	58	83
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Formal Emergency Plan and regular drills. Visitor sign-in and badges required. Closed campus maintained at all times. Social skills training provided for students as needed, and all teachers provide instruction on safety and character education. An active community and PTA contribute to the safety and orderly climate through widespread parent participation.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,377	\$1,791,208
Classroom Supplies	\$26	\$19,933
Administration	\$281	\$211,677
Support Services-Students	\$378	\$285,206
Other Support Services and Operations	\$855	\$644,263
Total Expenditures- All Categories 1999-2000	\$3,917	\$2,952,286

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$876,433.27 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

Trigger funds were used to enhance the teacher salary schedule and increase teacher compensation in order to be competitive in the recruitment and retainment of quality teachers.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jim Strogen	(480) 783-1400	
Transportation Policy	Charles Keane	(480) 783-4230	
Community Resources	Diana Spatz	(480) 783-1481	
School Nutrition Programs	Lynn Hansen	(480) 783-4260	
Parent Organization	Cindy Peterson	(480) 783-1400	
Student Health/Nurse	Annmarie Ferrell	(480) 783-1484	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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